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THIRD FINTER: THE PROPOSAL AND RESULTS OF A SCIENCE POPULARIZATION FAIR IN THE INTERIOR OF AMAZONAS

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Abstract: FINTER III – The Third Regional Innovation and Technology Fair of Amazonas, held in Coari and Tefé (two municipalities in the state of Amazonas, Brazil), aimed to promote science popularization and stimulate interest in research among high school and higher education students. Hosted at the Institute of Health and Biotechnology of the Federal University of Amazonas (ISB/UFAM), the event was conducted in a hybrid format, using YouTube as a strategic tool to overcome regional challenges related to transportation and internet connectivity. The fair sought to address social vulnerability and limited educational opportunities in the interior of Amazonas by bringing scientific production closer to the community and encouraging academic vocations. Activities included scientific presentations, institutional exhibitions, and demonstrations of academic life at regional higher education institutions. With 268 direct participants and 61 published abstracts, FINTER III demonstrated a positive impact on student motivation and generated permanent digital material that may be used in the future to promote vocational encouragement and science dissemination in public schools in the region. This study aims to share the steps involved in organizing the event, enabling other locations facing similar challenges to promote science dissemination more effectively.

Keywords: Science Popularization; Hybrid Science Fair; Educational Innovation; Social Vulnerability; Amazon Region.

Introduction

FINTER III – The Third Regional Innovation and Technology Fair of Amazo-

nas (Coari and Tefé) was a science popularization event held in a hybrid format from October 9 to 13, 2023, in the municipalities of Tefé and Coari, with headquarters at the Institute of Health and Biotechnology of the Federal University of Amazonas (ISB/UFAM).

In its third edition, the fair aimed to promote social transformation within the local student community by encouraging the development of investigative and creative skills among high school and undergraduate students. Scientific works related to the theme “Quality of Life in the Interior of Amazonas” were presented.

The event also included in-person and virtual presentations — through videos published on YouTube — showcasing facilities, research laboratories, and academic life at higher education institutions. These activities were conducted by faculty members, technical staff, and students, fostering interest among young people in Coari and Tefé in pursuing scientific, technical, and teaching careers.

This article presents the rationale for holding FINTER in the interior of the Amazon region, as well as details of its organization and the results achieved in an area marked by transportation difficulties and limited internet access.

The Importance of FINTER in the Interior of Amazonas

Although the Brazilian Amazon possesses well-recognized natural wealth, the region continues to experience profound social inequalities, reflected in low quality of life and limited opportunities for much of its population. Studies indicate that this situation is directly related to the absence

or insufficiency of basic infrastructure in social, political, educational, scientific, and technological sectors (Davidson et al., 2012; Nunes Moreira & Gilberto Manzatto manzatto, 2023; Viana et al., 2023)(BENCHIMOL, 2002).

In the Middle Solimões region, where Coari and Tefé are located, this scenario is even more evident. The impacts resulting from the extraction and commercialization of natural resources by large enterprises have intensified local social vulnerability, contributing to conditions of exclusion and diminished citizenship. Compared to cities in other regions of Brazil, a significant socio-cultural disadvantage is observed, limiting access to development and social mobility opportunities (Nunes Pacifico et al., 2021; Soler, 2009).

Scientific advances are essential for humanity to find solutions to complex problems such as diseases, energy crises, and environmental challenges. It is through science that new medicines are developed, food production is improved, and alternative energy sources are created, making life more practical, safer, and more comfortable (Güneş, 2024; Suenaga, 2019).

However, Brazil is a country that has historically invested little in science. This reality has become even more evident over the past decade, as the media has increasingly reported reductions in research funding. As a consequence, there has been a weakening of the Brazilian scientific community, whether due to the migration of students and researchers abroad or the growing lack of interest in scientific careers (Massarani & Moreira, 2016; Pinheiro-Machado & de Oliveira, 2001).

In this context, promoting and popularizing science among young people is essential to ensure the continuous development of qualified human resources for research. Furthermore, scientific education helps democratize knowledge, foster critical thinking, and strengthen social participation. It thus shapes more aware citizens, prepared to innovate and face the challenges of the future. Science outreach activities, such as science fairs and school projects, play a fundamental role in this process, as they spark curiosity in children and young people, stimulating reasoning, creativity, and innovation. Science outreach activities, such as science fairs and school projects, play a fundamental role in this process, as they spark curiosity in children and young people, stimulating reasoning, creativity, and innovation (Alam, 2009; Fedotova et al., 2025; Pohan & Vitale, 2016; Wang & Zhang, 2025).

Initiatives such as FINTER become a priority in the region, as they aim to stimulate interest in science as a pathway to knowledge and educational advancement. The fair is characterized as a science outreach event — or Science Popularization — designed to make knowledge produced in research laboratories accessible to the general public. By bringing scientists and the community closer together, it helps reduce the gap between scientific production and society, making science a matter of collective interest. Moreover, events of this nature foster curiosity among children and young people, encouraging critical thinking, learning, and participation in innovation processes (Fedotova et al., 2025; Wang & Zhang, 2025).

However, Amazonas faces major structural challenges, particularly in transporta-

tion and communication. Mobility relies primarily on the river system, which becomes precarious during drought periods, hindering the movement of people and goods. Land transportation alternatives are limited and often inadequate for regional conditions. Regarding communication, the vast territorial extension and difficult geographic access increase the cost and complexity of implementing high-quality internet infrastructure. Limited broadband availability, reliance on unstable mobile connections, and frequent fiber optic cable disruptions contribute to digital exclusion in many communities.

In this context, FINTER overcame these barriers by using YouTube as the central platform for the event. The remote format allowed participants to access presentations asynchronously and interact through comments, expanding the fair's reach and enabling participation by students unable to travel to ISB/UFAM.

The impact of the fair extends beyond the event period, as the produced material remains available and can continue to serve as a tool for vocational encouragement in public schools in the region.

Promotion of the Third FINTER

In Coari, ISB students visited public high school classrooms to present the proposal directly to students. Simultaneously, in Tefé, the FINTER coordinator held previously scheduled meetings with school administrators and local teachers.

Visits were also conducted at higher education institutions and research centers in both municipalities. Posters containing

participation information and contact details were displayed in strategic locations with high circulation of students and faculty.

Interested participants received a link to a YouTube video containing detailed instructions on the various forms of participation, including lectures, presentations of facilities and research laboratories, academic life exhibitions, and submission of scientific works — in person for Coari participants and remotely for Tefé participants.

Registration

Registration was conducted via email. Participants were required to submit personal information and the link to their presentation video.

For scientific work submissions, participants were also required to attach a short abstract in Word (.docx) format along with complete author information.

Evaluation and Attendance

Banner presentations in Coari were evaluated in person by a judging committee. Virtual presentations were evaluated by the event coordinator through interactions in the YouTube comment sections.

Attendance was confirmed either through a signed list (in-person participants) or through recorded comments on the digital platform (virtual participants).

Presentations

Presentations lasted between 7 and 15 minutes in both formats. The virtual format was mandatory for all participants. Thus, even those presenting in person were requi-

red to upload their videos and engage in on-line interactions during the event.

Participants attended ISB/UFAM to confirm attendance and verify the date, location, and time of their presentations.

Banner Guidelines

measured 120 cm (height) by 90 cm (width) and were organized into three columns. The title had to appear in uppercase and bold in the upper left corner, and references were placed at the end.

Required sections included: Title, Authors, Institution, Introduction, Methodology, Objective, Results, Conclusion, and References. The absence of any section resulted in disqualification.

Video Guidelines

Videos could be produced either by recording the banner presentation via smartphone or by recording a PowerPoint presentation (9–12 slides) converted into video format. The video had to be uploaded to YouTube, and the link included at the end of the abstract.

Authors were required to have a Gmail account to respond to comments from evaluators and visitors between October 9 and 13.

Event Schedule

The event began on October 9, 2023, with the official opening of the “YouTube Fair.” A PDF containing presentation links was distributed to participants. The opening included institutional videos from authorities of UFAM, IFAM, and UEA.

In-person presentations took place between October 9 and 11. All participants received a PDF booklet with presentation links to facilitate interaction via comments.

Participation was monitored from October 9 to 13. The event officially concluded virtually on October 13.

Below you can view the Third FIN-TER in its entirety.



ABERTURA

Magnífico Reitor da UFAM

Prof. Dr. Silvio Puga

<https://drive.google.com/file/d/15h-TQlC3JcITmgrEySb2c22cUQ97Y4agP/view?usp=sharing>

Diretora da PROEXT/UFAM

Profa. Dra. Maria de Nazaré Teles de Lima <https://www.youtube.com/watch?v=KIo56iSAbPk>

Diretora do ISB/UFAM

Profa. Dra. Vera Lúcia Imbiriba Bentes <https://www.youtube.com/watch?v=WeQwaPLtrBY>

Coordenador Acadêmico do ISB/
UFAM

Prof Dr. Abel Santiago Muri Gama

[https://www.youtube.com/
watch?v=nGLXQcreMeg](https://www.youtube.com/watch?v=nGLXQcreMeg)

Coordenador Adjunto Pedagógico da
SEDUC/Coari-AM

Prof. Alzaias Alves Martins

[https://www.youtube.com/
watch?v=pukhbp2DVp0](https://www.youtube.com/watch?v=pukhbp2DVp0)

Coordenador Geral da Terceira
FINTER

Prof. Dr. Umberto Crisafulli

[https://www.youtube.com/
watch?v=x0FAqmoWlow](https://www.youtube.com/watch?v=x0FAqmoWlow)

APRESENTAÇÃO DA UFAM

UFAM - UNIVERSIDADE FEDE-
RAL DO AMAZONAS

[https://www.youtube.com/
watch?v=-bptxs81JEs](https://www.youtube.com/watch?v=-bptxs81JEs)

UFAM - CONHEÇA A MAIOR
ÁREA FLORESTAL URBANA DO BRA-
SIL!

[https://www.youtube.com/
watch?v=VqpWZ2Y7Zxk&t=43s](https://www.youtube.com/watch?v=VqpWZ2Y7Zxk&t=43s)

INTERNACIONALIZAÇÃO DA
UFAM

[https://www.youtube.com/
watch?v=Vj0GVNCLleI&t=201s](https://www.youtube.com/watch?v=Vj0GVNCLleI&t=201s)

MANUAL DE SOBREVIVÊNCIA
DO CALOURO - RU

[https://www.youtube.com/
watch?v=MJPdqKWJ2mg](https://www.youtube.com/watch?v=MJPdqKWJ2mg)

BIBLIOTECA

[https://www.youtube.com/
watch?v=jCvbQh9Y738](https://www.youtube.com/watch?v=jCvbQh9Y738)

APRESENTAÇÃO DO ISB

DAILY VLOG – CONHECENDO
O ISB

[https://www.youtube.com/
watch?v=TaR0db7NAJg?si=cA90NKIHo2so2ygr](https://www.youtube.com/watch?v=TaR0db7NAJg?si=cA90NKIHo2so2ygr)

CONHECENDO OS CAMPUS
DO NOSSO ISB/UFAM

[https://www.youtube.com/
watch?v=DJ2XewT_s78?si=8mXlmbpzNIY3wOBp](https://www.youtube.com/watch?v=DJ2XewT_s78?si=8mXlmbpzNIY3wOBp)

APRESENTAÇÃO DA BIBLIOTE-
CA DO ISB

[https://www.youtube.com/
watch?v=Btror_xvHKc](https://www.youtube.com/watch?v=Btror_xvHKc)

APRESENTAÇÃO DA UEA

UNIVERSIDADE ESTADUAL DO
AMAZONAS

[https://www.youtube.com/
watch?v=oNY5y251Rk8](https://www.youtube.com/watch?v=oNY5y251Rk8)

VÍDEO INSTITUCIONAL – UEA

[https://www.youtube.com/
watch?v=E4J5O_5vxGg](https://www.youtube.com/watch?v=E4J5O_5vxGg)

UEA COMEMORATIVO 20 ANOS

[https://www.youtube.com/
watch?v=nb3hFdsE2Qg](https://www.youtube.com/watch?v=nb3hFdsE2Qg)

APRESENTAÇÃO DO IFAM

CONHEÇA UM POUCO SOBRE
O IFAM.

[https://www.youtube.com/
watch?v=Yb3HPkvE2Vk](https://www.youtube.com/watch?v=Yb3HPkvE2Vk)

IFAM - CONHEÇA O CAMPUS
COARI

[https://www.youtube.com/
watch?v=0sc4O7Wd3xE](https://www.youtube.com/watch?v=0sc4O7Wd3xE)

CONHEÇA O IFAM - CMC

[https://www.youtube.com/
watch?v=TTjgILFibAI](https://www.youtube.com/watch?v=TTjgILFibAI)

COMO É A ROTINA DE UMA ES-
TUDANTE DO IF - AULAS, CAMPUS,
RECREIO, BIBLIOTECA & MORE

[https://www.youtube.com/
watch?v=eITDB4aZO4U](https://www.youtube.com/watch?v=eITDB4aZO4U)

EU NA UFAM

SPARTACO ASTOLFI FILHO

[https://www.youtube.com/
watch?v=G4545yHSscE](https://www.youtube.com/watch?v=G4545yHSscE)

RITA PUGA

[https://www.youtube.com/
watch?v=iOqWwgDx7mA](https://www.youtube.com/watch?v=iOqWwgDx7mA)

JOSÉ SERÁFICO

[https://www.youtube.com/
watch?v=uPlxtZKdydI](https://www.youtube.com/watch?v=uPlxtZKdydI)

OTONI MESQUITA

[https://www.youtube.com/
watch?v=Fsk72zd_q6c](https://www.youtube.com/watch?v=Fsk72zd_q6c)

DISNEY DOUGLAS

[https://www.youtube.com/
watch?v=QZARqhwG7PQ](https://www.youtube.com/watch?v=QZARqhwG7PQ)

FELIPE MONTEIRO

[https://www.youtube.com/
watch?v=yY9k9oeHJ18](https://www.youtube.com/watch?v=yY9k9oeHJ18)

DIEGO ARAÚJO

[https://www.youtube.com/
watch?v=g68cu9hl02w](https://www.youtube.com/watch?v=g68cu9hl02w)

COMO INGRESSAR

UFAM

UFAM - FORMAS DE INGRESSO

[https://www.youtube.com/
watch?v=N2aiYZaUqfw](https://www.youtube.com/watch?v=N2aiYZaUqfw)

FORMAS DE INGRESSO NA ME-
DICINA NA UFAM - MANAUS

[https://www.youtube.com/
watch?v=SdvJhmuRmq8](https://www.youtube.com/watch?v=SdvJhmuRmq8)

UEA

SAIBA TUDO SOBRE O SIS - UEA

[https://www.youtube.com/
watch?v=1QwwxVl7Fwc](https://www.youtube.com/watch?v=1QwwxVl7Fwc)

UEA - TUDO SOBRE O SEU
VESTIBULAR

[https://www.youtube.com/
watch?v=ugZ1JbwdQDs](https://www.youtube.com/watch?v=ugZ1JbwdQDs)

VOCÊ PRECISA DISSO PARA SER
APROVADO NA UEA EM 2023

[https://www.youtube.com/
watch?v=U6cl6L_c9-Y](https://www.youtube.com/watch?v=U6cl6L_c9-Y)

IFAM

INSCRIÇÃO NO PROCESSO SELETIVO DE UM DOS CURSOS TÉCNICO DE NÍVEL MÉDIO DO IFAM

<https://www.youtube.com/watch?v=zZjY-cOGIXw>

O QUE VOCÊ PRECISA SABER ANTES DE ENTRAR NO INSTITUTO FEDERAL DO AMAZONAS

<https://www.youtube.com/watch?v=eAHPQ2K25hk>

PALESTRAS

A SECA E OS IMPACTOS SOCIO-ECONÔMICOS NO DISTRITO DO CABURI

<https://www.youtube.com/watch?v=YQ-KrTJ4Mgg>

PERSPECTIVAS SOBRE A AMAZÔNIA

https://www.youtube.com/watch?v=M8D_EXQ-HbA&t=6s

LABORATÓRIO DE FITOQUÍMICA DO INPA

<https://www.youtube.com/watch?v=WosUw8RDm0g>

MERCADO DE TRABALHO DO BIÓLOGO

<https://www.youtube.com/watch?v=RA57B4n7hFk>

LABORATÓRIO EXPERIMENTAL DE FISIOLOGIA E COMPORTAMENTO DE ANIMAIS AQUÁTICOS (LEFCAQ/UFAM)

<https://www.youtube.com/watch?v=HRHUqrczEfs>

LABORATÓRIO DE HABILIDADES FM/UFAM

<https://www.youtube.com/watch?v=z22IcU4chSU>

LABORATÓRIO DE AUTOMAÇÃO ROBÓTICA AERONÁUTICA DA UFAM

https://www.youtube.com/watch?v=hOqXgTU-Y_4

LABORATÓRIO DE MONITORAMENTO DE QUEIMADAS NA AMAZÔNIA DA UFAM

<https://www.youtube.com/watch?v=yxnBeapiCgo>

ESTAÇÃO DE AQUICULTURA DO CURSO DE ENGENHARIA DE PESCA DA UFAM

<https://www.youtube.com/watch?v=X2z3yCk1tnI>

CONGRESSO DA FINTER

REFLETINDO A PRÁTICA DOCENTE: RELATO DE EXPERIÊNCIA VIVENCIADA EM UMA ESCOLA PÚBLICA DE COARI, AMAZONAS, DURANTE PROGRAMA DE RESIDÊNCIA PEDAGÓGICA

FARIAS, Joao Paulo Hermano; YAMAGUCHI, Klenicy Kazumy de Lima.

<https://www.youtube.com/watch?v=I5ZpKQbeH8>

EDUCAÇÃO EM SAÚDE COM MORADORES DE FLUTUANTES NO PERÍODO DE ESTIAGEM NO MÉDIO AMAZONAS

SANTOS, Ana Paula da Silva Lima dos; SILVA, Ana Selma da; PAIVA, Eliabe Castro de; LIMA, Karina Xavier de; CUNHA, Thacyara Kaline Costa.

<https://youtu.be/lRw3RCqX858>

EDUCAÇÃO EM SAÚDE VOLTADA PARA PREVENÇÃO DE IST'S EM UMA ALDEIA INDÍGENA DO INTERIOR DO AMAZONAS: RELATO DE EXPERIÊNCIA

SEIXAS, Marcelo Augusto da Silva; REIS, Laura Antônia Torres; SILVA, Marielene Pereira da; SILVA, Lorena Gleice Azevedo da; WANDERLEY, Leticia Costa.

<https://youtu.be/xB1WSUxgriQ>

ALTERAÇÕES HEMATOLÓGICAS RELACIONADAS A DOENÇAS PARASITÁRIAS ENDÊMICAS DA REGIÃO AMAZÔNICA

SILVA, Francisco Ariel Nascimento; SANTOS, Samilly Moriz da Frota; DE SOUZA, Taiane Castro; DA SILVA, Elis Dionisio

https://youtu.be/o_ffnT5E0w8?si=n87KYD1H0BpYyW1B

COMBATE À DENGUE ATRAVÉS DE PARCERIA ACADÊMICA DURANTE O ESTAGIO CURRICULAR EM VIGILÂNCIA EM SAÚDE: RELATO DE EXPERIÊNCIA

CUNHA, Keliane Venancio da; COSTA, Larissa Brito da; LIMA, Paula Andreza Viana; SILVA, Raicielly Abreu da; MITOUSHO; Vinícius Soares.

<https://youtu.be/lgo2TgzvJIM?si=jPOxDM5RJ0vm1vac>

PERCEPÇÃO DOS ACADÊMICOS DE ENFERMAGEM VISITA A CAESC NO MUNICÍPIO DE COARI - AMAZONAS: RELATO DE EXPERIÊNCIA

REIS, Andressa Barbosa; PERES, Deyves Alves; BENTES, Jennifer Costa; BATISTA, Deliany Mendes da Silva; LIMA, Paula Andreza Viana

<https://www.youtube.com/watch?v=3dNFQwNCm2Y>

UM RELATO DE EXPERIÊNCIA NO PRIMEIRO MÓDULO DA RESIDÊNCIA PEDAGÓGICA: A IMPORTÂNCIA DA AMBIENTAÇÃO ESCOLAR NA FORMAÇÃO DOCENTE

RODRIGUES, Lucas dos Santos; YAMAGUCHI, Klenicy Kazumy de Lima

https://youtu.be/I4ng5U_QEjU

CARACTERIZAÇÃO DO COMÉRCIO DE AÇAÍ NA CIDADE DE COARI-AM

SOUZA, Thayz Nascimento de; YAMAGUCHI, Klenicy Kazumy de Lima.

https://youtu.be/_lnB0mLzHmc?si=fV7X9MqzS0BZqTuG

RELATO DE EXPERIÊNCIA NO PROGRAMA RESIDÊNCIA PEDAGÓGICA: VIVÊNCIA E OBSERVAÇÃO NA ESCOLA.

GOMES, Izabel de Amorim; YAMAGUCHI, Klenicy Kazumy de Lima.

<https://youtube.com/watch?v=7Ps-DYSaGb4&si=mmBc9urcLVDm-9JYK>

PERCEPÇÃO DE GRADUANDOS EM ENFERMAGEM NA ATUAÇÃO DOS AGENTES DE ENDEMIAS NO MUNICÍPIO DE COARI - AMAZONAS

BARBOSA, Anizelma Dantas; LAVOR, Letícia Crislem Vilhena de; SILVA, Marcos Luan Chaves da; NUNES, Vivianny Kemelly de Souza; LIMA, Paula Andreza Viana

https://www.youtube.com/watch?v=iWlG5Xu_Rh4

ACONTECEU COMIGO: RELATOS DE EXPERIÊNCIA DO MÓDULO II DO PROGRAMA RESIDÊNCIA PEDAGÓGICA EM QUÍMICA EM UMA ESCOLA DO MUNICÍPIO DE COARI

SILVA, Keiliane Almeida da; YAMAGUCHI, Klenicy Kazumy de Lima.

<https://youtu.be/PwC-8rxHExA>

QUALIDADE ENERGÉTICA E SEUS IMPACTOS

DINIZ, Ana Beatriz Marinho; OLIVEIRA, Manayara Heverllyn Souza

<https://youtu.be/S5UvtJQUbcI?si=Icg3L3UasPnWwAgz>

APLICAÇÃO DE EXPERIMENTO NA RESIDÊNCIA PEDAGÓGICA COM MATERIAIS ALTERNATIVOS E DE BAIXO CUSTO: ÁCIDO E BASE

Antunes, Marliele Silva; YAMAGUCHI, Klenicy Kazumy de Lima.

<https://youtu.be/1ZqetmwbEsM>

RELATO DE EXPERIÊNCIAS VIVENCIADAS DURANTE O RESIDÊNCIA PEDAGÓGICA NO ENSINO DE QUÍMICA NA TURMA DO 1º ANO DE UMA ESCOLA DO MUNICÍPIO DE COARI

SOUZA, Jose Ribeiro; YAMAGUCHI, Klenicy Kazumy de Lima.

https://youtu.be/YvPlv4Co_Oc

QUALIDADE ENERGÉTICA E SEUS IMPACTOS

DINIZ, Ana Beatriz Marinho; OLIVEIRA, Manayara Heverllyn Souza

https://youtu.be/l_w9AtBTDOM?si=9E90hdY5KsW1qnOt

METODOLOGIAS E PRÁTICAS DOS PROFESSORES DE ANIME: O QUE O KORO-SENSEI PODE NOS ENSINAR?

LIMA, Yasmim de Melo; YAMAGUCHI, Klenicy Kazumy de Lima.

<https://youtu.be/yQrSQbrzpzY>

COMBATE À DENGUE ATRAVÉS DE PARCERIA ACADÊMICA DURANTE O ESTAGIO CURRICULAR EM VIGILÂNCIA EM SAÚDE: RELATO DE EXPERIÊNCIA

CUNHA, Keliane Venancio da; COSTA, Larissa Brito; SILVA, Raicielly Abreu da; MITOUSA, Vinícius Soares. <https://youtu.be/lgo2TgzvJIM?si=jPOxdm5RJ0vm1vac>

ÁGUA EM FOCO NO ENSINO DE CIÊNCIAS

VIEIRA, Maria Fernanda da Silva; BENTES, Vera Lucia Imbiriba.

<https://youtu.be/tnToD1zQhGc>

BINGO DOS ALCINOS

Souza, Leide Campos; Rodrigues, Juliana Duarte; Secundino, Thayciane Dantas; YAMAGUCHI, Klenicy Kazumy de Lima.

<https://youtu.be/pxDEP78Bj5c?si=Yt4--J5WIRI54GwU>

FILTRO ARTESANAL UTILIZANDO CARVÃO ATIVADO (CA) PREPARADO DE RESÍDUOS DE CAROÇOS DE AÇAÍ PARA REMOÇÃO DE POLUENTES AMBIENTAIS DA ÁGUA

BARGAS, Gabriele de Souza; BENTES, Vera Lúcia Imbiriba; SILVA, Henrique Alves

https://youtu.be/RgS3HQ_pGMQ?si=rPkHiZZLDjABPiBT

JOGO DOS ALCANOS: UMA PROPOSTA DIDÁTICA PARA O ENSINO E APRENDIZAGEM DE QUÍMICA ORGANICA, PARA ESTUDANTES DO 3º ANO DO ENSINO MÉDIO

LIMA, Thiemerson Acipar; VASCONCELOS, Jonathas Farias; OLIVEIRA, Rosângela dos Santos; YAMAGUCHI, Klenice Kazumy de Lima.

<https://youtu.be/fwhAfcfdYuk>

USO DE INDICADORES NATURAIS ÁCIDO-BASE EM AULAS PRÁTICAS DE QUÍMICA COMO FERRAMENTA ALTERNATIVA PARA O ENSINO DE CIÊNCIAS

PONTES, Gabriela Nascimento; BENTES, Vera Lúcia Imbiriba

<https://youtu.be/TbEddAtyqDY>

RELATO DE EXPERIÊNCIA SOBRE A REGÊNCIA E OBSERVAÇÃO NO EJA DURANTE O PROGRAMA RESIDENCIA PEDAGOGICA EM UMA ESCOLA DE ENSINO BÁSICO NO INTERIOR DO AMAZONAS

SILVA, Kaila Almeida da; YAMAGUCHI, Klenicy Kazumy de Lima.

<https://youtu.be/bFAawfqYj7M?si=cs91nnFY4fBLg5vx>

JOGO DOS ALCANOS: UMA PROPOSTA DIDÁTICA PARA O ENSINO E APRENDIZAGEM DE QUÍMICA ORGANICA, PARA ESTUDANTES DO 3º ANO DO ENSINO MÉDIO

LIMA, Thiemerson Acipar; VASCONCELOS, Jonathas Farias; OLIVEIRA, Rosângela dos Santos; YAMAGUCHI, Klenice Kazumy de Lima.

<https://youtu.be/fwhAfcfdYuk>

UM NOVO JOGO LÚDICO PARA O APRENDIZADO DE HIDROCARBONETOS ALCENOS

SEABRA, Adryene de Souza; SOUZA, Danielton Silva de; NASCIMENTO, Elizane Coelho; LIMA, Yasmim de Moraes; YAMAGUCHI, Klenicy Kazumy de Lima.

<https://youtu.be/9aJY3wVeZ7k?si=rLvC90TZEqTNARSz>

SOCIOAMBIENTAIS DO ESPAÇO URBANO DE COARI: UM ESTUDO DE CASO NA RUA RIO URUCU DO BAIRRO SANTA

DE FREITAS, Alerhandro Teixeira; DE FREITAS, Atalicia Teixeira; RODRIGUES, Eubia Andréa; VALENTE, Ana Rute Batista; VALENTE, Sulamita Batista

<https://youtu.be/uG3wkCxae2y>

NOVO ENSINO MÉDIO: RELATO DE EXPERIÊNCIA SOBRE A PERSPECTIVA DURANTE O PROGRAMA RESIDENCIA PEDAGÓGICA EM QUÍMICA

BARGAS, Gabriele de Souza; DA SILVA, Francinei. YAMAGUCHI, Klenicy Kazumy de Lima;

https://youtu.be/V_UjwRhJAY8?si=t-V7TfAbQwwMq2qBx

DIDÁTICAS E A REGÊNCIA NO SEGUNDO MÓDULO DA RESIDÊNCIA PEDAGÓGICA NO NÚCLEO DE QUÍMICA: UM RELATO DE EXPERIÊNCIA

NASCIMENTO, Victor Ferreira; YAMAGUCHI, Klenicy Kazumy de Lima

<https://m.youtube.com/watch?v=xep6XrXkq2s&t=2s>

PROMOÇÃO DA EDUCAÇÃO EM SAÚDE: UM VÍDEO ILUSTRATIVO SOBRE ACIDENTES OFÍDICOS EM ALDEIA INDÍGENA DA AMAZÔNIA

Autores: SOUZA, Christiany Gomes de; COSTA, Daniele Muniz da; SILVA, Raicielly Abreu da; DINIZ, Syrrame Guimarães; MITOUSA, Vinícius Soares.

<https://www.youtube.com/watch?v=JM3P76Zpyd0>

CONTRIBUIÇÕES DO PROGRAMA RESIDÊNCIA PEDAGÓGICA, NÚCLEO DE QUÍMICA, PARA A FORMAÇÃO DOCENTE

COSTA, Maria Jociane Matos; YAMAGUCHI, Klenicy Kazumy de Lima.

<https://youtu.be/Y9vnrJZ1f3s?si=UOV1i8hoXJN-MnuG>

A VIVÊNCIA NO PROGRAMA RESIDÊNCIA PEDAGÓGICA EM QUÍMICA: UMA RELATO DE EXPERIÊNCIA

GUEDES, Ana Paula Saldanha; YAMAGUCHI, Klenicy Kazumy de Lima.

<https://youtu.be/5EauNU5828k>

ESTRUTURAÇÃO DE UMA LIGA ACADÊMICA

SILVA, Adriana Oliveira da; SANTOS, Manuela Costa dos; SILVA, Victor Wesley Ferreira da; SILVA, Elis Dionísio da. <https://youtu.be/xT1EbbYETP0?si=pN280pcZ77gRwcK9>

O USO DAS MÍDIAS SOCIAIS COMO ESTRATÉGIA DE DIVULGAÇÃO CIENTÍFICA DA LIGA ACADÊMICA DE PARASITOLOGIA HUMANA (LPAH) DA UNIVERSIDADE FEDERAL DO AMAZONAS

SILVA, Raicielly Abreu da; LIMA, Antônio Abeu da Rocha; AMARAL, Laura Santos; SILVA, Elis Dionísio

<https://youtu.be/l3LZLWjr534>

RELATO DE EXPERIÊNCIA: MINICURSO SOBRE PARASITÓSES INTESTINAIS

MEDEIROS, Edmaira de Souza; TABOSA, Joesly dos Santos; MONTEIRO, Milena Souto; DA SILVA, Elis Dionísio <https://youtu.be/s4Kruvkm7fA>

A RESIDÊNCIA PEDAGÓGICA COMO EXPERIÊNCIA DE FORMAÇÃO E PROFISSIONALIZAÇÃO DOCENTE

MONTEIRO, Isaias Santos; YAMAGUCHI, Klenicy Kazumy de Lima.

<https://youtu.be/Wan8BgFI9FA?si=rBHm7f7zOfKOUAMI>

RELATO DE EXPERIÊNCIA: AMBIENTAÇÃO A VIVÊNCIAS NA ESCOLA DURANTE O PROGRAMA RESIDÊNCIA PEDAGÓGICA

DE SOUZA; Viviane Batista; SANTOS; Emanuel Felipe da Silva; YAMAGUCHI, Klenicy Kazumy de Lima.

<https://youtu.be/mU4ftJOBVNw>

ROBÓTICA EDUCACIONAL APLICADA AOS ALUNOS DO 8º E 9º ANO DO ENSINO FUNDAMENTAL

LIMA, Carlos Victor Araújo; VALE, Júlia Rayana Vale; DA ROCHA, Francisco Rosa

<https://youtu.be/9tmLs-OCcfQ?si=1-gYNYi83aGEVYCt>

ESTUDO DO EFEITO MUTAGÊNICO DA PIRANHEIRA (Piranhaetrifon)

liata) EM MERISTEMA RADICULAR DE *Allium cepa* L.

DA SILVA, Nadine Guimarães; LOPES, Eraldo Ferreira.

<https://youtu.be/N9-os-vZjeE>

ISOLAMENTO E INVESTIGAÇÃO QUALITATIVA DE LACASE PRESENTE EM FUNGO DE PODRIDÃO BRANCA

DA SILVA, Nadine Guimarães; LOPES, Eraldo Ferreira; GAVALLAZZI, José Renato Pereira

<https://youtu.be/G3FL7rQPw2k>

PROGRAMA RESIDENCIA PEDAGOGICA: RELATO DE EXPERIÊNCIA SOBRE AS DIFICULDADES ENCONTRADAS NO PERÍODO DE AMBIENTAÇÃO EM UMA ESCOLA PÚBLICA NO MUNICÍPIO DE COARI

SILVA, Francinei; BARGAS, Gabriele de Souza. YAMAGUCHI, Klenicy Kazumy de Lima.

<https://youtu.be/SHgokV-3V-w>

PRODUÇÕES CIENTÍFICAS SOBRE ENSINO/EDUCAÇÃO REALIZADAS EM COARI-AMAZONAS NOS ÚLTIMOS ANOS

FORERO, Helen; AUGUSTO, Pedro; CARVALHO, Kayane; LUZ, Fernando.

<https://youtu.be/0RsobwKs880>

A TECNOLOGIA EDUCATIVA COMO INTEGRADORA DE CONHECIMENTOS DE LÍNGUA INGLESA EM UMA ESCOLA PÚBLICA DE TEFÉ-AM – VISUAL INGLISH GRAMMAR

MARREIRA, Emanuelle Rocha; ROCHA, Francisco Rosa da

https://youtu.be/b69emiwe2_0

QUESTIONÁRIO DE VIVÊNCIAS ACADÊMICAS (QVAR): ANÁLISE BIBLIOGRÁFICA SOBRE A APLICAÇÃO DO QUESTIONÁRIO EM UNIVERSIDADES

SENA, Pedro Augusto Barroso; YAMAGUCHI, Klenicy Kazumy de Lima.

<https://youtu.be/vgGBJ2bUdXE>

NOVO ENSINO MÉDIO: UMA ANÁLISE SOBRE O ENSINO DE QUÍMICA NA PERSPECTIVA DOS PARTICIPANTES DA RESIDÊNCIA PEDAGÓGICA DE UMA UNIVERSIDADE NO INTERIOR DO AMAZONAS

SENA, Pedro Augusto Barroso; YAMAGUCHI, Klenicy Kazumy de Lima.

<https://youtu.be/H18CD65A3O0>

TRICOMONÍASE EM UNIDADE BÁSICA DE SAÚDE NO MUNICÍPIO DE COARI-AM: RELATO DE EXPERIÊNCIA

ANGULO, Erlinda Clayza Pontes; LAVOR, Letícia Crislem Vilhena de; ABREU, Raicielly da Silva; NUNES, Vianny Kemelly de Souza; SILVA, Elis Dionísio da

<https://www.youtube.com/watch?v=fnaCm8eWHus>

TESTE DE SENSIBILIDADE DE SOLVENTES UTILIZADOS NA DILUIÇÃO DE EXTRATOS VEGETAIS COM POTENCIAL ANTIMICROBIANO

PEREIRA, Mateus Silva; SILVA, Sharleane Souza; FIGUEIRA, Lavinia Evellyn Peres; CHAMY, Michel Nasser Corrêa Lima.

https://youtu.be/_wkeJxITv3E

REPRESENTAÇÕES DISCURSIVAS IDENTITÁRIAS, À LUZ DA TEORIA SEMIOLINGÜÍSTICA, DA POPULAÇÃO AMAZONENSE EM DOIS CORDÉIS COARIENSES

SOUZA, Daniela Gomes; FURTADO, Maria Aparecida Silva.

<https://youtu.be/1FyQ6ysOh1k?si=iTwM10wq2Zx6wzgl>

OS RECEPTORES TLR: UMA ATUALIZAÇÃO SOBRE AS RESPOSTAS NEURODEGENERATIVA

SILVA, Francisco Ariel Nascimento; CRISAFULLI, Umberto

https://youtu.be/09x_5wtn9_8

TLRs: UMA ATUALIZAÇÃO SOBRE SUA CARACTERÍSTICA, LOCALIZAÇÃO E LIGANTES

SILVA, Francisco Ariel Nascimento; CRISAFULLI, Umberto

<https://youtu.be/pYf2mTgrwRg?si=yIjgaXly1YNQ3q11>

A UTILIZAÇÃO DE EXPERIMENTAÇÕES NO ENSINO DE ATIVIDADE ENZIMÁTICAS

PONTES, Gabriela Nascimento; DA SILVA, Keiliane Almeida; COSTA, Maria Jociane De Matos; RODRIGUES, Rosane Monteiro; LESSA, Ruanderson Pereira; CRISAFULLI, Umberto

<https://youtu.be/0FkhBWmLTW0>

PRODUÇÃO DE BEBIDAS ALCOÓLICAS POR COMUNIDADES INDÍGENAS BRASILEIRAS

DA SILVA, Francinei; DA MOTA, Jhymeson Santos; DE SOUZA, José Ribeiro; DELIA, Alexandra Auxiliadora Mel-

gueiro; OBANDO, Lara Benacon; CRISAFULLI, Umberto

<https://youtu.be/ZWfurB6gqv4>

CONTRATEMPOS DO ENSINO BÁSICO QUE DIFICULDA A APRENDIZAGEM DE BIOQUÍMICA NOS CURSOS DE GRADUAÇÃO

Andrade, Alison Lavor; AMARAL, Genilson; FORERO, Elen de Oliveira; MONTEIRO, Isaias; AUGUSTO, Pedro; CRISAFULLI, Umberto

<https://www.youtube.com/watch?v=s-vfMsu6Vcgo&feature=youtu.be>

O USO DE FÁRMACOS NO TRATAMENTO DA DIABETES DO TIPO 2

CAVALCANTE, Cássio da Silva; TEIXEIRA, Amanda Lima; DA SILVA, Betraiz Sabino; BONET, Dhyana Araújo; GLÓRIA, Isidia Costa; DE BRITO, Jociane Souza; AZEVEDO, Luíze Mirley; CRISAFULLI, Umberto

<https://youtu.be/12ESzxoBnMo?si=k7M5263n2JhRg2ys>

DIABETES TIPO 1 EM CRIANÇAS BRASILEIRAS: ATUALIZAÇÃO SOBRE SINTOMAS, PREVALÊNCIA, TRATAMENTOS E CORRELAÇÃO COM CONSUMO DE ALIMENTOS ULTRAPROCESSADOS E RICOS EM AÇUCARES

FERNADES, Abraão de Souza; DA ROCHA, Antonio Carlos Dantas; AMANCIO, Karolina Coelho; DE SOUZA, Viviane batista; CRISAFULLI, Umberto

<https://youtu.be/s9TLXqWCWbY>

O DINITROFENOL E SUAS CONSEQUÊNCIAS NO USO PARA O EMAGRACIMENTO

LIMA, Antônio Abeu da Rocha; DA SILVA, Adriana Oliveira; MEDEIROS, Edmaira de Souza; TABOSA, Joesly dos Santos; DE SOUZA, Rener Silva; DA SILVA, Victor Wesley Ferreira; CRISAFULLI, Umberto

<https://youtu.be/WsSN6Tm7OC8>

DOENÇA DE POMPE: SINTOMAS E ATUAIS TRATAMENTOS

MONTEIRO, Milena Souto; DA SILVA Andrew Santos; CAVALCANTE, Leonardo dos Santos; PARENTE, Beatriz Cardoso; CRISAFULLI, Umberto.

<https://youtu.be/ruqArnHtxyk>

PRODUÇÃO E AVALIAÇÃO DO USO DE VASOS CONFECIONADOS APARTIR DO ÂMINIO DE OVOS NO PLANTIO DE VERDURAS

CARNIELO, Fabio Cano; MARTINS, Andrya Kamile de Souza; DA COSTA, Ana Paula Carvalho; DE MENEZES, Viviane Gomes; DE ARAÚJO, Iana Silva; RAMOS, João Vitor da Silva; CRISAFULLI, Umberto

https://youtu.be/bjjrnNR_2UA

INTOLERÂNCIA HEREDITÁRIA À FRUTOSE: CAUSAS, EFEITOS E TRATAMENTO

SECUNDINO, Deivid Dantas; AMARAL, Laura Santos; GOMES, Thais de Amorim; BATISTA, Vitoria Kamilly Maia; CRISAFULLI, Umberto

https://youtu.be/i_fT1mgJeGw

MUTAÇÕES DE GENES RELACIONADAS A OBESIDADE: EFEITOS E TRATAMENTOS

DE MORAES, Nelita Luana Rivera Sigura; RAMOS, Mayara Jane de Vascon-

celos; DEVEZA, Jean Carlos de Lima; PERES, Franklyn Medeiros; FACUNDES, Ygor; CRISAFULLI, Umberto.

<https://youtu.be/UsOZz5wHAWE>

O USO DE DROGAS ILÍCITAS NA ESCOLA ESTADUAL JOÃO VIEIRA, EM COARI-AM

DOS SANTOS, Allan Augusto Maciel; CAVALCANTE, Edinilson Matos; CRISAFULLI, Umberto <https://youtu.be/jNeUtK0ZDbE?si=KjbvXh90zbfy4X77>

OBESIDADE E EDUCAÇÃO ALIMENTAR NO ÂMBITO ESCOLAR BRASILEIRO

DA SILVA, Letícia Bárbara Batista, LEITE, Adria de Lima; FEITOSA, Alesandro da Silva; Maia Mariana Perdomo; LOPES, Tailhine Barbosa; CRISAFULLI, Umberto.

https://youtu.be/08mFyVtiDr4?si=1t_13u-DPpVjG-QR

O USO DE METODOLOGIAS ALTERNATIVAS NO ENSINO DE BIOQUÍMICA

CUNHA, Joelen Pinheiro; ROCHA, Kaila Padilha; DO NASCIMENTO, Kayane Carvalho; ROCHA, Queiciane Padilha; DOS SANTOS, Ranielly Briane Souza; CASTRO, Thaís Soraia da Silva; CRISAFULLI, Umberto. <https://youtu.be/JwahlcdZk3U?si=TQKh4AzdULSdp-fM>

OS RECEPTORES TLR: UMA ATUALIZAÇÃO SOBRE AS RESPOSTAS INTRACELULARES

SILVA, Francisco Ariel Nascimento ; CRISAFULLI, Umberto

<https://youtu.be/pYf2mTgrwRg?si=yIjgaXIy1YNQ3q11>

Results

FINTER III had 268 direct participants. Its indirect reach is immeasurable, as the digital materials remain available for future vocational encouragement initiatives in public schools.

Participant feedback was highly positive, highlighting the innovative nature of the proposal and increased motivation to pursue scientific careers. The event produced 61 short abstracts, published in the official FINTER III proceedings by V&V Publishing House.

Final Considerations

FINTER III demonstrates that science popularization initiatives can be successfully implemented in geographically isolated and socioeconomically vulnerable regions when strategic planning and digital tools are effectively integrated. By adopting a hybrid format and utilizing YouTube as a central dissemination platform, the event overcame significant structural barriers related to transportation and internet connectivity—two persistent challenges in the interior of Amazonas.

Beyond its quantitative outcomes—268 direct participants and 61 published abstracts—the fair's most significant contribution lies in its qualitative impact. Participant feedback indicated increased motivation toward scientific careers and greater awareness of higher education opportunities. By bringing research laboratories, academic environments, and scientific production closer to the community, FINTER III helped reduce the perceived distance between science and society, fostering a

sense of belonging and possibility among students.

The permanence of the digital materials constitutes an important legacy, enabling continued use as a pedagogical and vocational encouragement resource in public schools. Moreover, the organizational model presented in this study offers a replicable framework for other remote or underserved regions facing similar infrastructural limitations.

Future editions may incorporate longitudinal assessment strategies to measure long-term educational impact, including tracking participants' academic trajectories. Expanding partnerships with additional institutions and improving digital infrastructure could further enhance reach and engagement.

In conclusion, FINTER III reinforces the role of science outreach as a transformative educational strategy capable of promoting social inclusion, stimulating critical thinking, and contributing to regional development in the Amazon and beyond.

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